

Why and How to Introduce Learning Technologies into Modern Foreign Languages Classes

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Course website: <https://tfa-ntd.wikispaces.com/>

A. Why? Because it's required by school policies and regulations.

1. School regulations

A. Scuola secondaria di Primo Grado - Indicazioni Nazionali 2012

Comunicazione nelle lingue straniere (p. 15), competenze specifiche: "Interagire oralmente in situazioni di vita quotidiana scambiando informazioni semplici e dirette su argomenti familiari e abituali, **anche attraverso l'uso degli strumenti digitali**;

Link:

http://www.indicazioninazionali.it/documenti_Indicazioni_nazionali/Veneto_Curricolo_Primo_Ciclo_Indicazioni_2012.pdf

B. **Indicazioni nazionali** riguardanti gli obiettivi specifici di apprendimento concernenti le attività e gli insegnamenti compresi nei **piani degli studi previsti per i percorsi liceali** di cui all'articolo 10, comma 3, del decreto del Presidente della Repubblica 15 marzo 2010, n. 89:

Obiettivi specifici di apprendimento del secondo biennio per **Lingua e Cultura Straniera**: "[Lo studente] utilizza le tecnologie dell'informazione e della comunicazione per approfondire argomenti di studio e, nel quinto anno, **utilizza le nuove tecnologie per** fare ricerche, approfondire argomenti di natura non linguistica, **esprimersi creativamente e comunicare con interlocutori stranieri**."

Link:

http://www.indire.it/lucabas/lkmw_file/licei2010///indicazioni_nuovo_impaginato/_decreto_indicazioni_nazionali.pdf

C. Allegato A - Nuovi **Istituti Tecnici** - Settore Economico - Inglese, Primo Biennio (p. 41):

“Il docente definisce e sviluppa il percorso d'apprendimento in modo coerente con l'indirizzo degli studi, consentendo agli studenti, attraverso l'utilizzo costante della lingua straniera, di fare **esperienze concrete e condivise di apprendimento attivo**, nonché di comunicazione ed elaborazione culturale. **Il docente individua**, a tali fini, **gli strumenti più idonei, inclusi quelli multimediali e interattivi**.”

Link: http://www.indire.it/lucabas/lkmw_upload/nuovi_tecnici/dx_2/allegati.pdf

2. Progetto Lingue 2000

Metodologia: “Il Progetto Lingue 2000 introduce i seguenti aspetti di innovazione (...): **uso delle nuove tecnologie**, anche attraverso il ricorso all'**autoapprendimento per uno studio individualizzato**”.

Link: http://www.progettolingue.net/?page_id=5

Azioni delle Direzioni Generali e degli Uffici Centrali - Progetto Lingue 2000:

“correlazione stretta e non casuale tra apprendimento e nuove tecnologie dell'in-formazione, che può segnare il **salto di qualità nell'apprendimento in generale e nell'apprendimento delle lingue in modo particolare**.”

Link: www.educational.rai.it/corsiformazione/secondalingua/documenti/rtf/pl2000.rtf

“Le **nuove tecnologie** hanno introdotto efficaci prospettive **per l'insegnamento delle lingue, in quanto motivano l'apprendimento, consentono di sviluppare un contatto interattivo diretto con la lingua viva, agevolano la partecipazione a reti comunicative e a progetti internazionali, sviluppano familiarità con gli ambienti tecnologici**.”

Link: <http://www.progettolingue.net/PL2000/cap2.htm>

“L'impiego diffuso delle **tecnologie informatiche e multimediali è legato al processo di apprendimento delle lingue in quanto catalizzatore di motivazione**, strumento privilegiato di comunicazione interculturale e di indagini e ricerche in lingua straniera.”

Link:

http://www.educational.rai.it/corsiformazione/secondalingua/home/index.asp?section=documenti&page=progett_o_lingue

B. How? Learn the way English Teachers from all over the world build communities and share knowledge and expertise in learning technologies

Here are some examples of English Teachers' communities dealing with learning technologies:

<http://wsuprofessor.wix.com/czechtech#!projects/c21kz>

<http://www.scoop.it/t/learning-technology>

<http://lendbg.wikispaces.com/>

<http://www.webheadsinaction.org/>

<http://digitalenglish.weebly.com/-gavin-dudeney-digital-literacies-british-council.html>

<http://ltsig.org.uk/>

<http://www.teachertrainingvideos.com/>

<http://larryferlazzo.edublogs.org/larry-ferlazzos-english-website/>

<http://www.theconsultants-e.com/>

C. From theory to practice

Task 1: How to write a document in a collaborative way

Click on the following link to know what Google Docs are:

<http://www.google.com/docs/about/>)

Now click on this link: <http://tinyurl.com/TFA-google>: imagine you are a teenager in the class. Complete the table with your data. If you have a Gmail account, your name will appear every time you type in the document. If you don't have a Gmail account, the word 'anonymous' will appear when you work in the document. When more people are working in the same document, you can click on the name of the viewers and start a chat with them.

To see what you can do with Google Docs (and Drive), read here:

<http://digitalenglish.weebly.com/what-could-you-do-with-google-docs.html>

and here: <http://www.teachingsesonline.com/google-drive-collaboration/>

To know more about Google Drive and Google Apps for Education, read here:

<https://lendbg.wikispaces.com/MODULO+D1>

To open a Gmail account, read here:

<http://www.wikihow.com/Create-a-Gmail-Account>

or watch a tutorial here: <http://www.youtube.com/watch?v=wIDQgHPKb2s>

Extension: Can you think of a distance collaborative activity using Google Docs or Google Presentations, *without* being in a language or multimedia lab at school? How could two classes in two different countries work together using Google Docs or Google Presentations? You can have a look at <http://www.teachertrainingvideos.com/microsoft-google-prezi/google-docs.html>

Task 2: Think about some learning technologies tools and means you used as a student and you are using now as a (trainee) teacher in your school context. Just take a survey with the use of a student response system. Follow these instructions:

- click on the following link: <https://www.govote.at/>

- in the field 'voters ID' enter the following code and click on 'Submit'

60 59 09

Read the question, choose an option and click on 'Submit answer'.

- then go on with the following questions (one after another), using these codes:

57 889 45 40 73 88 97 56 89 39 00

15 05 80 42 93 32 44 76 89

- now wait to see the results emerge in real-time¹.

¹ you have to be in the lab with the teacher to see them

Extension: connect to the website www.mentimeter.com and see how it works. Can you think of a class activity to be done at the end of a lesson?

Task 3: How to exploit the web to find additional activities for your language lessons

A coursebook is not always enough when you need additional material for language reinforcement, remedial work, personalised learning etc. The Web can help you, though.

Have a look at this link:

<https://lendbg.wikispaces.com/SITI+PER+INGLESE>

Choose a website which offers an/some activity/ies you are going to do in one of your classes tomorrow morning. Think of the best way to share the link with your students and write it [here](#).

Task 4: Using Game-based Activities

Playing games in language learning is one of the best ways to practise and experiment with language. Fun and pleasure in learning can be a strong motivation factor.

Have a look at the following websites. Choose a language game which you think might be useful to engage your students, especially if they are considered a 'passive' class. If you can, use one of them in one of your next lessons and observe your students' reactions in terms of engagement. Then write a short comment [here](#).

<http://learnenglishteens.britishcouncil.org/study-break/games>

<http://www.bbc.co.uk/skillswise/english/games>

<http://www.cambridgeenglish.org/learning-english/games-social/academy-island/>

<http://www.englishmedialab.com/>

<http://lingual.net/game/english-wizz/>

<http://grammaropolis.com/games.php>



Task 5: Creating Game-Based Activities

The Web 2.0 offers many opportunities to create and use language games.

Watch a video about a free website (Zondle) which enables you to use games to support learning: <https://www.youtube.com/watch?v=RODBTjy8GLU>

See how a Zondle game works: http://nattaefl.wikispaces.com/CLASS2_2012 (scroll down to April 2012 and play the Zondle games!)

Now create your own games. Click here:

<http://lendbg.wikispaces.com/LAVORI+CORSISTI+CORSO+LEND+MILANO-2015>.

Scroll down to '4. Conoscere un tool di gamification-Usare Zondle' and open or download the pdf file 'Zondle-Breve guida ed esercitazione'.

You can also watch a tutorial [here](#).

Extension: To know more about videogames in the classroom read [here](#) or listen to this [BBC programme](#). To read a TESOL article about 'Gamification for English Language Teachers' read [here](#).

Task 6: How to create online tests with immediate feedback

Learning Technologies are very useful to prepare quizzes and tests (that can be used as formative assessment tests or even classworks). There are lots of free **quiz creators** online and some of them have been made according to the principles of **gamification**.

A.

At present the best quiz creator is **Kahoot** (www.getkahoot.com). Read and watch what a Kahoot is here:

<http://blog.getkahoot.com/post/58906886260/what-is-a-kahoot>

Watch the students' reactions here: <https://www.youtube.com/watch?v=b6gER64oFgA>

Now create a Kahoot for your classes. Watch a tutorial in Italian here:

<https://www.youtube.com/watch?v=zCebOfWBz4>



If you have tablets at school, your students can download the specific app. If not, your students will connect to <http://kahoot.it> and “play the test”.

Extension: Think of the school context you are in. How could you organize a Kahoot session, whose aim is to provide personalised learning to your students?

B.

Another effective quiz creator is **Socrative** (www.socrative.com). Click here: <http://lendbg.wikispaces.com/LAVORI+CORSISTI+CORSO+LEND+MILANO-2015>. Scroll down to ‘4. Conoscere le modalità del testing online-Utilizzare Socrative’ and open or download the pdf file ‘Socrative-Guida rapida’.

This is a video tutorial: <https://www.youtube.com/watch?v=R-4WCq4RZPs>

Extension: Think of the school context you are in. How could you use Socrative to test your students very often and to help the weakest ones? Deliver the quiz as a ‘Space Race’: what do you think the students’ reactions might be like? How could you run a test and check your students’ results from home (because you don’t have an IWB, a multimedia lab or tablets at school)?

C.

A more “serious” quiz creator is **Thatquiz** (www.thatquiz.org).

Connect to the website www.thatquiz.org/tq/docs/about.html and read how it works.

Watch a video tutorial here: <https://www.youtube.com/watch?v=AhCprBkQsJE>

Extension: Think of the school context you are in. How could you use thatquiz to prepare a testing activity to be done as a mock test? How could you run a test and check your students’ results by using an IWB?

Task 7: How to crop videos and use them in your lessons

Videos are one of the most engaging and effective tools to share knowledge with your students. The Web offers hundreds of videos that can be used for learning and teaching English.

You can also crop videos and make some tests for your students.

Edpuzzle (<http://edpuzzle.com>) can help teachers to prepare their own videlessons and make their tests. See how it works here:

<https://www.youtube.com/watch?v=iTQpvkQdQOw>

If you want to create a lesson, here is a useful videotutorial:

<https://www.youtube.com/watch?v=8377YLRdwU>

Task 8: Digital storytelling

Glogster (www.edu.glogster.com) is a cloud-based platform that can be used to create multimedia posters and access a library of engaging educational activities created by teachers and students all over the world.

Watch what a Glogster is here: <https://www.youtube.com/watch?v=FAggHmiNRdg>

To see an example of a Glogster applied to English grammar, have a look at this link:

<http://mlearning.isitgoonair.net/casiuso/casouso/3/>

Unfortunately many of the previous free facilities have been restricted, but you can still use the basic version. Learn how to create a Glogster watch a complete tutorial here:

<http://www.teachertrainingvideos.com/e-portfolios-iwbs/glogster.html>

Task 9: Mobile Learning

There are many schools in Italy where students use tablets, notebooks or (although still very few) smartphones in their English lessons. What do you know about mobile learning? Read the pdf file 'Going Mobile-Teaching with hand-held devices' (it's a sample) in our shared folder and write [here](#) why and how you could implement an activity in your classes using a hand-held device.

Please note that the following are 'advanced level' tasks, but if you want to try something more challenging, you are kindly invited to experiment them with your students!

Task 10: How to create a social learning platform

Edmodo (www.edmodo.com) is the most used social learning community where teachers, students and parents can connect safely and securely. It's a virtual learning environment.

Read how it is used here: <https://www.edmodo.com/about> and what you can do here: <http://edmodoteacherhub.wikispaces.com/file/view/Exec-Summary-Edmodo.pdf>

Learn how to use Edmodo here: <https://www.youtube.com/watch?v=DZHB6FfRjnQ>

If you want to test yourself in creating your virtual learning environment, you can find a step-by-step tutorial here: http://lendbg.wikispaces.com/MODULO_C1

Task 11: How to create a wikispace

A wikispace is a social writing platform for students. It's similar to a website where teachers and students can work together on projects. Read about education wikispaces here: <https://www.wikispaces.com/content/classroom/about>

A useful video tutorial can be found here: <https://www.youtube.com/watch?v=RJjT--hbbhc>

These are my classroom wikispaces where you can see what an English teacher can do with his/her students:

<http://nattaefl.wikispaces.com/INTRODUCTION>

<http://amaldi-english-corner.wikispaces.com/>

<http://galliefl.wikispaces.com/>

If you want to test yourself in creating a wikispace, here you can find a detailed explanation: <http://lendbg.wikispaces.com/MODULOC2>

Finally... if you are not satisfied with any of the previous learning technologies tools or you want to see something different, these links are for you:

<http://mlearning.isitgoonair.net/discipline/> (click on 'Inglese, casi d'uso associati a questa disciplina')

BIBLIOGRAPHY

For a complete bibliography access this link: <https://tfa-ntd.wikispaces.com/bibliografia>

The **best books** about Digital Literacies:

Dudeney G., Hockly N., Pegrum M., Digital Literacies, Pearson 2013

Hockly N., Dudeney G., Going Mobile, Delta Teacher Development Series, 2015

Stanley G., Language Learning with Technology, Cambridge University Press, 2013

Enjoy!

Attilio Galimberti